|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | 10 | **Subject** | History |
| **Lessons** | 10 | **Topic** | Edexcel - Cold War (5) |
|  |  |  |  |
| **Lesson** | **Title** | **L.O.s** | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
| 1 | What is Détente?  | * To describe international relations between USA and USSR after the 1960’s.
* To explain the aims of Détente.
* To assess how likely it was that Détente was going to be successful.
 | Live MarkingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 2 | Treaties and Meetings  | * To describe SALT 1 and the Helsinki Accords.
* To explain how these agreements would be initiated.
* To assess the consequences on international relations.
 | Live MarkingExtended writing – PEE formatGroup work  | Embedded in lessons and resource folder. |
| 3 | Soviet Invasion of Afghanistan – causes  | * To describe the location of Afghanistan.
* To explain the significance of Afghanistan to the USSR.
* To assess how the political situation in Afghanistan could affect USSR and USA.
 | Live MarkingExtended writing – PEE formatSource analysis  | Embedded in lessons and resource folder. |
| 4 | Soviet Invasion of Afghanistan – events and consequences  | * To describe the events of the invasion of Afghanistan.
* To explain the outcome of the invasion.
* To assess the consequences of the invasion for international relations.
 | Live MarkingSource analysis  | Embedded in lessons and resource folder. |
| 5 | Carter Doctrine  | * To describe who Jimmy Carter was.
* To explain what his doctrine outlined.
* To assess the consequences of the doctrine for international relations.
 | Live MarkingExtended writing and GCSE Questions Source analysis  | Embedded in lessons and resource folder. |
| 6 | Evil Empire Speech  | * To describe who Ronald Reagan was.
* To explain what his Evil Empire speech entailed.
* To assess the consequences of the speech for international relations.
 | Live MarkingExtended writing and GCSE Questions  | Embedded in lessons and resource folder. |
| 7 | Who was Gorbachev?  | * To describe who Mikhael Gorbachev was.
* To explain his attitude to Communism.
* To assess his similarities and differences to previous Soviet leaders.
 | Live MarkingExtended writing and GCSE Questions  | Embedded in lessons and resource folder. |
| 8 | Gorbachev and Reagan  | * To describe Reagan and Gorbachev’s initial attitudes towards each other.
* To explain the was agreed and discussed at meetings in Geneva, Reykjavik, Washington and Moscow.
* To assess the consequences of these meetings for international relations.
 | Live MarkingExtended writing and GCSE Questions  | Embedded in lessons and resource folder. |
| 9 | Gorbachev’s Reforms  | * Describe the social and economic situation of the Soviet Union.
* To explain the reforms Gorbachev made.
* To assess the consequences of these reforms for international relations.
 | Live MarkingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 10 | Was Communism about to collapse?  | To explain international relations between USA and USSR after the early 1980’s To assess whether Gorbachev was truly a ‘Communist’ compared to previous leaders.  | * Live Marking

• Extended writing – PEE format | Embedded in lessons and resource folder. |
| 11 | Case Studies – collapse of Communism in Eastern Europe  | To describe countries under Communist control in Eastern Europe.To explain how each country broke away from Communist control. To assess the consequences of the fall of Communism for international relations. .  | * Live Marking

• Extended writing – PEE formatGroup work  | Embedded in lessons and resource folder. |
| 12 | The Fall of the Berlin Wall – events  | To describe the aims of the Berlin Wall.To explain how the wall was taken down.  | Live MarkingExtended writing – PEE formatSource analysis  | Embedded in lessons and resource folder. |
| 13 | The Fall of the Berlin Wall – consequences  | To explain why the wall was taken down. To assess the consequences of the fall of the wall for the people of Germany.  | Live MarkingSource analysis  | Embedded in lessons and resource folder. |
| 14 | Collapse of the USSR  | To explain how the USSR eventually collapsed. To assess the long term and short term causes of the collapse of the USSR.  | Live MarkingExtended writing and GCSE Questions Source analysis  | Embedded in lessons and resource folder. |
| **Prior Knowledge** | **Assessment Opportunities** |
| Students will have covered Russia and the Soviet Union in Year 9. Students will have covered WW1 and WW2 in Year 8. Students may know about Eastern Europe from Geography and many will be from some of the countries being discussed.  | Live marking opportunitiesPeer assessmentPEE format GCSE style questionsDPR Assessment 3 (Y10) |
|  |  |
|  |  |